



This document serves to provide high-level recommendations for schools to create focused and explicit instruction for students in grade three who received “Did Not Pass” or students in grade two who received “At Risk” on the IREAD-3 assessment.

Students who did not achieve proficiency should receive additional explicit reading instruction directed at the skill deficiencies revealed by the Individual Student Report. This remediation may occur during the school day, before or after school, or during a summer program. Additional information on using data to form skill-based groups, exemplar lesson plans, and resources for schools and families can be found below.

How to Use Data
→ Estimate the amount of remediation needed (i.e., significance of concern).
→ Identify specific content where additional teaching and learning is needed.

Sample Lesson Plans
→ Foundational Skills
→ Comprehension
→ All lessons are based on Indiana Academic Standards and utilize the Literacy Framework.

Resources
→ Schools: Resources to assist with lesson planning and instruction.
→ Families: Resources to reinforce learning at home.

Utilizing IREAD-3 Data

Use IREAD-3 scores to inform action and promote the most-effective growth strategies.

Estimate the amount of remediation needed.

IREAD-3 scale scores report an estimate of a student’s reading ability on a continuum. Students who are farther away from achieving the passing cut score (446) may need more intensive remediation than students who are close to achieving proficiency. For example, a student who achieves a 226 may need more remediation than a student who achieves a 440.

Scale Score and Performance on the IREAD-3 Test: Demo, Student A, Fall 2020

Passing Status Description
Pass Students demonstrate proficient understanding when reading and responding to grade-level literary and informational texts. Students identify and comprehend most new variations of word meaning and new text-based vocabulary.

Identify specific content where additional teaching and learning are required.

Students receive subscores for three reporting categories. Subscores can focus remediation efforts and support decisions about grouping students by their needs.

- Review strand (reporting category) subscores.
- Review the IREAD-3 Test Blueprints to identify the academics standards associated with the reporting categories.
- Review the IREAD-3 Item Specifications to clarify the evidence students must show to demonstrate proficiency and focus expectations.

Target instruction based on student needs. For example, students receiving a low subscore for “Reading: Nonfiction” should receive additional support on the corresponding standards (listed in the test blueprint). Exemplar lessons can be found on the next page.

Reading: Nonfiction (30 – 40%)	3.RN.2.1 Questions based on text	5 – 8	13 – 20%	12 – 16
	3.RN.2.2 Main idea	1 – 4	3 – 10%	
	3.RN.2.3 Describe relationships	2 – 3	5 – 8%	
	3.RN.3.1 Text features	1 – 2	3 – 5%	
	3.RN.3.2 Nonfiction structure	0 – 2	0 – 5%	



Research supporting the science of reading states, “Efficient pathways are built with explicit instruction and deliberate practice.” The brain is not naturally wired for reading, so students benefit from organized, deliberate, and explicit instruction. Explicit instruction is systematic, direct, engaging, and success-oriented—it promotes achievement for all students ([Fletcher et al., 2019](#); [Foorman et al., 2016](#)).

The exemplar lesson plans linked below are templates for educators to follow as they create lessons specific to students’ needs and skill(s). Providing remediation to students who need support with foundational reading skills is key to their future learning success. Each lesson plan was modified to address the different categories measured on the IREAD-3 assessment.

Considerations for lesson planning:

- Create highly-effective, explicit, and systematic lessons that address student needs.
- Use the exemplar lessons as part of a data-driven team planning to meet the needs of students.
- The purpose of remediation is to address skill deficits, not to practice and redo sample tests.
- Keep in mind students participating in these lessons may feel disappointed about their performance. Highlight opportunities to teach determination and confidence to these students.

[Foundational Skills Template](#)

Focus: Phonics and Fluency with Connected Text

[Example Planning Template with Resources](#)

[Comprehension Planning Template](#)

Focus: Vocabulary and Comprehension

[Example Planning Template with Resources](#)

Additional Resources

LearningLab

The [Indiana Learning Lab](#) is a personalized microlearning platform filled with readily-accessible resources and lesson ideas grounded in solid instructional pedagogy. The platform serves to provide teaching and learning support for both educators and families through community forums and on-demand workshops.



IDOE’s [Literacy Development webpage](#) provides additional resources to support remediation and literacy development. [Indiana’s Priorities for Early Literacy](#) identifies goals for foundational reading skills using research-based methods, including the science of reading. Schools may utilize IDOE’s [Literacy Inventory resource](#) for quick access to materials.



Visit IDOE’s [IREAD-3 webpage](#) for additional information regarding testing. Contact IDOE’s [Office of Student Assessment](#) with additional questions.

Learn More:

- [Introduction to Science of Reading](#)
- [Guiding Principles for Literacy](#)
- [Dyslexia Professional Awareness](#)